

# Wider World

AMERICAN EDITION

2

TEACHER'S BOOK

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 Pearson

# 1



## VOCABULARY Culture

I can talk about cultural activities and likes and dislikes.

## Time for culture



Art 1



Reading 2

### VOCABULARY

Culture | People | Cultural activities | Likes and dislikes | Age groups | News and entertainment

### GRAMMAR

Simple Present | Adverbs of frequency | Simple Present and Present Continuous

#### Grammar:

*He's awesome!*

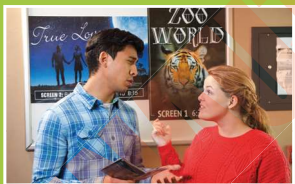
Look at the picture. Amy is not happy with Lee. Why not?



#### Speaking:

*At the movies*

Look at the picture. What are Lee and Amy talking about?



**1** **1.13** What can you see in the pictures? In pairs, match pictures 1–6 to phrases a–f. Listen and check.

- a  6 Is the concert very long?
- b  4 It isn't easy to learn the steps.
- c  2 I like stories with a happy ending.
- d  3 Look at the camera ... say "cheese"!
- e  7 I like the colors in that painting, but what is it?
- f  5 The actors in this movie are terrible!

**2** **1.14** Study Vocabulary A box. Listen and repeat the words.

Vocabulary A		People	
art	artist	cinema	actor, director
writing	writer	dance	dancer
photography	photographer	music	musician

**3** In pairs, make true sentences with the phrases below and the words in Vocabulary A. *Students' own answers.*

I'm a good ... I'm not a bad ... I'm not a great ...

A: *I think I'm a good actor. What about you?*

B: *No, I'm not a great actor, but I'm not a bad ...*

**4** **1.15** **I KNOW!** Study Vocabulary B box. Add the words below to the correct category. Listen and check. Can you add more words?

~~action movies~~ hip-hop horror movies rock short stories techno violin

Vocabulary B	Cultural activities
<b>Types of movies:</b> cartoons comedies documentaries fantasy movies romantic movies science fiction (sci-fi) movies	<sup>1</sup> <u>action movies</u>
	<sup>2</sup> <u>horror movies</u>
<b>Things to read:</b> comic books novels graphic novels	<sup>3</sup> <u>short stories</u>
<b>Types of dance:</b> ballet flamenco salsa	<sup>4</sup> <u>hip-hop</u>
<b>Musical instruments:</b> drums guitar piano	<sup>5</sup> <u>violin</u>
<b>Types of music:</b> classical music hip-hop pop traditional	<sup>6</sup> <u>rock</u> <sup>7</sup> <u>techno</u>



Photography 3



Dance 4



Cinema 5

5 1.16 Study the Speaking box. Listen and circle the correct option.

**Speaking**

Likes and dislikes

I'm really / not really interested in modern art.  
 I love / hate reading horror stories.  
 I really like / don't like taking selfies.  
 I love / hate dancing salsa.  
 I'm into / not into classical music.  
 I like / don't like acting much.  
 After these phrases you can use a verb + -ing  
 or a noun.



Music 6

6 1.17 Listen and circle the option that sounds more expressive.

**Speak UP!**

1  a  b

3  a  b

2  a  b

4  a  b

7 1.17 Listen again. Does their intonation go up or down ? Draw the correct arrow in the boxes.

8 1.18 **WORD FRIENDS** Complete the sentences with the words below. Listen and check.

acting ~~dancing~~ drawing listening  
 playing reading taking watching

- I like dancing samba.
- I hate listening to techno.
- I'm interested in playing the guitar.
- I love taking pictures.
- I'm not into acting in plays or movies.
- I really like drawing pictures.
- I'm into reading comic books.
- I don't like watching horror movies much.

9 In pairs, change the sentences in Activity 8 to make them true for you. Practice using expressive intonation.  
*Students' own answers.*

10 1.19 Complete the text. Then compare answers with a classmate's. Listen and check.

**I'm Mike**

I like <sup>1</sup> listening to classical music. I have a violin, but I'm not a <sup>2</sup> great musician, so I can't play it very well. I'm shy, so I hate dancing and <sup>3</sup> acting in plays, but I'm really <sup>4</sup> into photography - I have a good camera and I love <sup>5</sup> taking pictures. I'm not a bad photographer. I'm <sup>6</sup> interested in art, too. I don't like painting much, but I really like drawing <sup>7</sup> pictures and I love <sup>8</sup> reading graphic novels and watching sci-fi movies. What about you?



11 In groups, talk about your likes and dislikes. Use Activities 9 and 10 and the Speaking box to help you. Which classmate has similar likes and dislikes to you?  
*Students' own answers.*  
 A: *Are you into music?*  
 B: *Yes, I am. I love rock music. I play the guitar. I'm a musician. What about you?*

**And YOU?**



I can use the Simple Present and adverbs of frequency to talk about habits and routines.

**1** **1.20** Listen and read Rose's blog. How are Rose and Violet different?

See possible answers in the Teacher's Book.

**2** Study the Grammar box and circle the correct words to complete the rule. Then underline examples of the Simple Present in the blog post in Activity 1.

Grammar	Simple Present
+	-
I <u>love</u> hip-hop. She <u>writes</u> poems. She often <u>goes</u> out. She <u>studies</u> art.	I <u>don't watch</u> TV. She <u>doesn't like</u> music.
?	Short Answers
<u>Does</u> she <u>like</u> music? <u>Do</u> we <u>look</u> the same? What <u>do</u> you <u>like</u> ? Where <u>does</u> he <u>study</u> ?	No, she <u>doesn't</u> . Yes, we <u>do</u> .
Adverbs of frequency (always, usually, often, sometimes, never) go <u>before</u> / after the verb, but before / <u>after</u> to be.	
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**3** Use the prompts to write questions. Then answer them using adverbs of frequency. Compare answers with a classmate's.

- you / write poems?  
Do you write poems?  
Yes, I do. I sometimes write poems.
- your mother / read novels?  
Does your mother read novels?  
Students' own answers.
- your teacher / draw pictures on the board?  
Does your teacher draw pictures on the board?  
Students' own answers.
- you and your friends / go dancing?  
Do you and your friends go dancing?  
Students' own answers.
- your cousins / listen to classical music?  
Do your cousins listen to classical music?  
Students' own answers.

**4** **1.21** Complete the interview with the correct form of the verbs in parentheses. Listen and check.

- Q: 1 Do you go (go) to the movies a lot?  
A: Well, I 2 live (live) in a village, so I 3 don't go (not go) to the movies very often. My brother usually 4 watches (watch) movies online, but I 5 prefer (prefer) playing video games.
- Q: Who 6 is (be) the best player?  
A: Dylan! He 7 doesn't win (not win) every game, but he usually 8 gets (get) the highest scores.
- Q: When 9 do you play (play) video games?  
A: We 10 don't play (not play) on school days, so we 11 play (play) a lot on weekends!

**5** In pairs, use the phrases below and adverbs of frequency to ask and answer questions about what you do in your free time. Tell the class about you and your classmate.



- Students' own answers.*
- watch action movies
  - read movie reviews
  - listen to rap music
  - read comic books
  - take pictures
  - make crafts
  - play board games
  - walk in the country

*I often listen to rap music, but Jo prefers pop.*



I can predict the topic of an article from its headings and talk about age groups.

- 1** **CLASS VOTE** How much TV do you usually watch before/after school? *Students' own answers.*

- I never watch TV.       One–two hours.  
 Less than one hour.       More than two hours.

- 2** Read the title of the magazine article and look at the picture. What kind of person is a “couch potato”? Circle the correct answer.

- a A person who eats potato chips in front of the TV.  
**b** A person who spends a lot of time sitting and watching TV.

- 3** Read the headings of different sections of the magazine article. In pairs, predict what each section is about and take notes in your notebook.

- a A global change      d Too much TV?  
b Surprising statistics      e A new obsession  
c TV is cool again

### Reading tip

Before reading a magazine article, read the headings and try to predict the topic of each section. This will help you better understand the text.

- 4** **1.22** Read the magazine article. Match headings a–e in Activity 3 to paragraphs 1–4. There is one extra heading. Listen and check.

- 5** **1.23** Look at the Vocabulary box. Listen and repeat the words. How do you say them in your language? *Students' own answers.*

### Vocabulary      Age groups

adults    kids    middle-aged (people)  
older people    teenagers

- 6** In your notebook, write sentences about the people below, using the words in the Vocabulary box.

- 1 Jon and Cara are sixteen. *They're teenagers.*  
2 Wendy is eight and Peter is five. *They're kids.*  
3 Julio and his wife are seventy-nine. *They're older people.*  
4 Emma and Don aren't children. *They're adults/teenagers.*  
5 Oscar and Helena are both fifty-two. *They're middle-aged.*

- 7** Read the magazine article again. Mark the sentences ✓ (right), ✗ (wrong), or ? (doesn't say).

- 1  Parents and teachers agree that teenagers watch too much TV.  
2  Middle-aged people watch more TV than teenagers.  
3  Older people watch TV six hours a week.  
4  Teenagers don't watch TV because they prefer to be outdoors.  
5  Teenagers in the USA and in Australia usually have a TV in their bedroom.

## Where are all the couch potatoes?

By Ann Taylor

**1** **d** Parents and teachers say that teenagers are “couch potatoes” and spend all their time in front of silly TV shows. But is it true that young people really watch a lot of TV?

**2** **b** The results of a recent survey show that people in the UK typically watch twenty-seven and a half hours of TV every week – almost four hours a day! But there is some surprising news – young people don't watch as much TV as adults. For example, middle-aged adults (aged forty-five to sixty-five) watch about five hours a day. But young people aged twelve to seventeen watch about two and a half hours a day. And an older person watches about six hours a day!

**3** **a** Studies in countries such as the USA and Australia suggest the same: kids today spend less time in front of the TV than young people in the 1980s.

**4** **e** Teenagers today don't often sit with their families on the living room couch. So where are they? Do they spend all their free time outdoors, away from the TV? The simple answer is no, they don't. They're still watching series and movies – around thirty-one hours a week! So, what's different now? Well, now they're online! Watching series and movies on streaming apps installed on cell phones and tablets is now one of the most popular free-time activities for teenagers. The couch potato is alive and well – he's just back in his bedroom.



- 8** The survey in the magazine article shows that adults watch a lot of TV. In groups, talk about how much TV you and your family watch. *Students' own answers.*  
*I don't watch TV very often, but my sister watches TV every night.*

And  
YOU



I can talk about what usually happens and what is happening around now.

**1** **1.24** Listen and read the dialogue. Then answer the questions in your notebook.

- 1 What does Lee usually do on Wednesdays?  
*He usually plays the guitar with his band.*
- 2 What is he doing today? *He is practicing in his bedroom.*
- 3 Is Lee a fan of Bro? *No, he isn't.*



- Lee: Hey, Amy. Do you want to hear my new song?  
Amy: But it's Wednesday! You usually play with your band on Wednesdays.  
Lee: I know, but today Luke and Peter are traveling, so I'm practicing in my bedroom.  
Amy: OK, but there is a live Bro show online soon. He doesn't often do live shows, but he's playing music from his new album today.  
Lee: To be honest, I don't really like ...  
Amy: Ssh, it's starting now! Oh, he isn't playing his new music, he's playing "My perfect girl." It's my favorite song!  
Lee: Does he write his songs?  
Amy: Yes, he always writes his songs and plays his instruments. And in his free time he helps sick animals. He's perfect!  
Lee: Yeah, right ...

To be honest, ... Yeah, right ...

**OUT of class**

**2** Study the Grammar box. Complete with *Simple Present* and *Present Continuous*. Underline examples of the structures in the dialogue in Activity 1.

**Grammar**

Simple Present and Present Continuous

I usually play guitar with my friends.  
It isn't raining now.  
My friends are traveling this week.

We use the Simple Present for facts and routines.  
For things happening at the moment of speaking, we use the Present Continuous.

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**3** Circle the correct option.

- 1 We study / are studying ancient history this semester.
- 2 Leo saves / is saving his money to go to a concert.
- 3 Sam is only two, so he doesn't go / isn't going to school.
- 4 How often do you play / are you playing video games?
- 5 You don't watch / aren't watching this TV show. Can I change the channel?
- 6 Look! The baby uses / is using your cell phone!

**4** In your notebook, write sentences with *but* to describe Paula's usual life and what's happening now. See answers in the Teacher's Book.

*Paula usually goes to bed late, but tonight she's going to bed early.*

Usually	Now
go to bed late	tonight / early
watch online videos	today / listen / a podcast
not read novels	a great book at the moment
wear jeans	today / go / a party / so a dress

**5** **1.25** Complete the text with the correct form of the words in parentheses. Use the Simple Present or the Present Continuous. Listen and check.

**RUSSELL, OHIO**

- I <sup>1</sup> live (live) in a rural area, so I usually  
<sup>2</sup> go (go) hiking on weekends. But this week  
<sup>3</sup> 'm visiting (visit) my aunt and uncle in New York.  
They <sup>4</sup> have (have) an apartment in the city.  
Today I <sup>5</sup> 'm doing (do) something different.  
I <sup>6</sup> 'm riding (ride) the subway to go to a Broadway  
show. It <sup>7</sup> 's raining (rain) at the moment, but  
I <sup>8</sup> 'm (be) happy!

**6** Work in pairs. Look at Activity 4 again and make sentences about you. *Students' own answers.*

*I always go to bed early, but tonight I'm staying up late to watch the new episode of my favorite series!*

**And YOU**



I can identify specific information in a conversation and talk about media habits.

- 1 **CLASS VOTE** Read the questions in the survey and then ask and answer them in pairs. Share your answers with the class. What is the most popular type of media in your class? *Students' own answers.*

Newspapers

The radio

The TV

The internet

What type of media do you use:



- |   |  |
|---|--|
| 1 to listen to new music?                     | 5 to see what's on at the movie theater?   |
| 2 to watch music videos?                      | 6 to find information for school projects? |
| 3 to find news about your favorite celebrity? | 7 to read the news?                        |
| 4 to find sports results?                     | 8 to check the weather forecast?           |



- 2 1.26 Read the survey again. Then listen and match speakers A-E to questions 1-8. There are three extra questions.

A  7 B  8 C  1 D  5 E  4

- 3 1.27 Look at the Vocabulary box and listen to the words. In which type of media from the survey can you find these things? Sometimes more than one answer is possible. *Students' own answers.*

**Vocabulary** News and entertainment

blog/vlog call-in show documentary game show  
game/movie reviews message board news  
news headlines online videos reality show  
talk show TV series weather forecast

- 4 Use the Vocabulary box to complete the sentences.

- My dad loves watching game shows. He usually shouts out the answers at the TV!
- The group's message board is a place on the internet for fans to meet and write about the group.
- My favorite TV series is on TV on Mondays. I think the actors are awesome!
- I don't often read game reviews because my friends tell me which games to buy.
- My sister often sends me links to funny online videos with cats on the internet.

- 5 In pairs, take turns to name an example of the types of media in the Vocabulary box.

*Students' own answers.*

A: *The Voice.*

B: *That's a reality show.*

- 6 1.28 Listen and match speakers 1-4 to the type of radio show they like (a-e). There is one extra answer.

- |                              |                     |                 |
|------------------------------|---------------------|-----------------|
| 1 <input type="checkbox"/> e | Cara                | a news          |
| 2 <input type="checkbox"/> a | Cara's dad          | b Pop Top 20    |
| 3 <input type="checkbox"/> c | Rob, Cara's brother | c sports        |
| 4 <input type="checkbox"/> d | Cara's mom          | d call-in shows |
|                              |                     | e rock music    |

- 7 Complete the sentences to make them true for you. Use the Vocabulary box to help you. Then compare with a classmate's. *Students' own answers.*

- I often read these magazines/books by these authors: \_\_\_\_\_.
- My three favorite websites are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- My favorite radio station is \_\_\_\_\_. I usually listen to it when I \_\_\_\_\_.
- My favorite types of TV shows are \_\_\_\_\_ and \_\_\_\_\_. I always watch \_\_\_\_\_.

- 8 Tell the class about your classmate's answers.

And YOU



# 1.6

## SPEAKING At the movies

I can buy a ticket at the movies.

**1 CLASS VOTE** Look at the movie theater showtimes and say what types of movies are on. Which ones would you like to see? *Possible answers in the Teacher's Book. / Students' own answers.*

A: *I think True Love is a romantic comedy. I'd like to see it.*

B: *Me too!*

WHAT'S ON	JOIN OUR CLUB	BOOK NOW
<b>MOVIE WORLD</b>		
True Love	6:15 / 8:15	<p>TRUE LOVE</p> <p>★ ★ ★</p>
Return of the Dead	6:20 / 8:40	
ZooWorld	6:30 / 8:30	
Crime of the Century	6:45 / 9:00	
Toy Story 6	6:15 / 8:15	
<b>AT THE MOVIES</b>		

Amy: So, what's on?  
 Lee: The new Tom Lewis movie, *True Love*. It starts in ten minutes.  
 Amy: No way! I want to see *ZooWorld*.  
 Lee: I don't like fantasy movies. They're boring.  
 Amy: Oh, come on, please.  
 Lee: Oh, OK.  
*Later...*  
 Amy: Can I have two tickets for *ZooWorld*, please?  
 Attendant: Sure, which screening?  
 Amy: The 6:30.  
 Attendant: I'm sorry, it's sold out ... Oh, no, hold on! There are two seats.  
 Amy: Great!  
 Attendant: But they're in the front row.  
 Lee: Oh, I don't want to sit in the front row!  
 Amy: OK ... I'd like two for *True Love* at 6:15, please.  
 Attendant: Row seven. Is that OK?  
 Amy: Yes, thanks. How much is that?  
 Attendant: That's twelve fifty, please.  
 Lee: Here you are.  
 Attendant: Thank you. Enjoy the movie!  
 Amy: Thank you ...

No way! Come on, please!  
 Hold on!

**OUT of class**

**2** **1.29** Listen and read. Answer the questions.

- Which movie do Lee and Amy go to see?  
*True Love.*
- What time does it start?  
*At 6:15.*
- How much is each ticket?  
*It's \$6.25 (two tickets for \$12.50).*

**3** **1.30** Study the Speaking box. Complete the dialogue below with one word in each blank. Then listen and check.

Speaking	At the movies
<b>You need to say:</b>	
<ul style="list-style-type: none"> <li>• What's on?</li> <li>• Can I have two tickets for <i>ZooWorld</i>, please?</li> <li>• I'd like two tickets for <i>True Love</i>, please.</li> <li>• The 8:15 screening.</li> <li>• How much is that?</li> <li>• Here you are.</li> </ul>	
<b>You need to understand:</b>	
<ul style="list-style-type: none"> <li>• Which screening?</li> <li>• I'm sorry, it's sold out.</li> <li>• There are two seats in the front row.</li> <li>• Row seven. Is that OK?</li> <li>• That's twelve fifty, please.</li> </ul>	

Krystal: Can I have two <sup>1</sup> tickets for *True Love*, please?  
 Attendant: Which <sup>2</sup> screening ?  
 Krystal: The 8:15 screening.  
 Attendant: Here you are ... two tickets in <sup>3</sup> row five.  
 Krystal: How <sup>4</sup> much is that?  
 Attendant: That's twelve fifty, <sup>5</sup> please .  
 Krystal: <sup>6</sup> Here you are.  
 Attendant: <sup>7</sup> Thank you, enjoy the movie.

**4** In pairs, buy tickets for a movie from Activity 1. Use the Speaking box to help you. Then switch roles.

*Students' own answers.*





I can write an "About me" section on a webpage.

- 1 **CLASS VOTE** Do you have a personal webpage or blog? If so, what do you write about? *Students' own answers.*

**Lee Marshall**  
Chesterton, near Chicago, the USA

**About me**

1 My name is Lee Marshall and I'm fifteen. I live with my parents and my sister, Ruby, in Chesterton, near Chicago. I'm in 10th grade at Chesterton High. My favorite subjects are music, art, and English.

2 I like books and movies, but my big passion is music. My favorite band is Arcade Fire – they're from Canada and they're awesome! In my free time, I sing and play the guitar.

3 Chicago is a great place for music lovers like me. There are more than 200 places to listen to live music! I recommend the National Jazz Museum, too. You can learn about music there.

4 I make music on my laptop every day and I sometimes write songs. Click on the media player to listen to them and tell me what you think!

1 **NO WAY!** 3:20 BUY ↓

2 **COME ON, PLEASE!** 4:05 BUY ↓

3 **NOT RIGHT NOW** 3:55 BUY ↓

4 **CHESTERTON BLUES** 3:33 BUY ↓

- 2 In pairs, look at Lee's webpage. Read the sentences and check (✓) the sentence that isn't true.

- 1 There is a picture of Lee on the webpage.
- 2 You can listen to some of Lee's songs.
- 3 You can look at Lee's picture gallery.
- 4 There is personal information about Lee.

- 3 Study the Writing box and compare sections 1-4 to the sections in the text in Activity 1.

**Writing** An "About me" section

1 **Personal details**  
My name is ...  
I'm ... years old.  
I live with ... in ...  
I'm in ... grade at ...

2 **Interests/Hobbies**  
I like/I'm into/I'm crazy about ...  
My big passion is ...  
My favorite ... is ...  
In my free time ...

3 **About my town**  
My town is a great place for ...  
There is/There are ...  
I recommend .../You can ...

4 **Routines**  
I often/sometimes/usually ...  
I ... once a week/every day.

- 4 Write an "About me" section for your personal webpage.

**Writing Time**

- 1 **Find ideas**  
Look at the Writing box. Think of how the sentences would be true for you.
- 2 **Draft**  
In your notebook, write a draft of an "About me" text. Look at Lee's text to help you.
- 3 **Share**  
Share your text with a student for feedback. Listen to his/her opinion and suggestions. Check the spelling and grammar.
- 4 **Check and write**  
Make any necessary changes to your text. Do you use a variety of phrases and different expressions? Write the final version of your text.

act [v]	kid [n]	showtime [n]
acting [n]	media [n]	sing [v]
action movie [n]	magazine [n]	sold out [adj]
actor [n]	message board [n]	sports pages [n]
adult [n]	middle-aged [adj]	story [n]
art [n]	modern art [n]	survey [n]
artist [n]	game review [n]	talk show [n]
ballet [n]	music [n]	techno [n]
blog [n]	musician [n]	teenager [n]
board game [n]	nationality [n]	the movies [n]
call-in show [n]	news [n]	ticket [n]
camera [n]	news headlines [n]	traditional [adj]
cartoon [n]	novel [n]	TV series [n]
celebrity [n]	older person [n]	violin [n]
cinema [n]	online video [n]	weather forecast [n]
classical music [n]	painting [n]	writer [n]
comedy [n]	passion [n]	writing [n]
comic books [n]	photographer [n]	
concert [n]	photography [n]	
couch potato [n]	piano [n]	
craft [n]	picture [n]	
dance [v]	play [n]	
dancer [n]	poem [n]	
dancing [n]	pop [n]	
director [n]	poster [n]	
documentary [n]	radio station [n]	
drawing [n]	rap [n]	
drums [n]	reading [n]	
fantasy movie [n]	reality show [n]	
flamenco [n]	rock [n]	
game show [n]	romantic movie [n]	
graphic novel [n]	row [n]	
guitar [n]	salsa [n]	
hip-hop [n]	science fiction (sci-fi) movie [n]	
hobby [n]	screening [n]	
horror movie [n]	seat [n]	
interests [n]	short story [n]	

## WORD FRIENDS

act in plays/movies  
 be into something  
 be crazy about something  
 check sports results/the weather forecast/the news  
 couch potato  
 dance flamenco  
 find information  
 go dancing  
 happy ending  
 learn the (dance) steps  
 listen to (dance) music/hip-hop  
 make videos  
 play the guitar  
 read comic books/movie reviews  
 see what's on (at the movies)  
 take pictures/selfies  
 watch online videos

## VOCABULARY IN ACTION

**1** In your notebook, write words for each category. Use the Wordlist. See answers in the Teacher's Book.

- eight types of movies: **horror movies**, ...
- eight types of radio/TV shows:
- seven things you can read:
- five types of music:


**2** In pairs, say which three things you prefer in each category in Activity 1. *Students' own answers.*  
*I prefer horror movies, comedies, and ...*

**3** Complete the Word Friends. In pairs, say if the sentences are true for you. *Students' own answers.*

- I'm really **into** poems.
- I never **take** selfies.
- I'm crazy **about** game shows.
- I hate movies with **happy** endings.
- I **check** the weather forecast every day.

**4** Complete the sentences with the correct form of the words in bold.

- Banksy is a famous British **artist**. **ART**
- My sister's a great **musician** – she can play four instruments. **MUSIC**
- Who is your favorite movie **actor**? **ACT**
- I want to be a **photographer** when I leave school. **PHOTOGRAPH**

**5**  **1.31 PRONUNCIATION** Listen to the underlined vowel(s) in each word. In your notebook, write the word in the correct column.

guitar media middle-aged reading  
seat sing teenagers video

1 /i:/	2 /ɪ/
<i>media, reading, seat, teenagers</i>	<i>guitar middle-aged, sing, video</i>

**6**  **1.31 PRONUNCIATION** Listen again, check, and repeat.

**1 Write the correct word for each definition.**

- This person makes movies and tells actors what to do. d i r e c t o r
- It's something you like doing in your free time. h o b b y
- It's a big picture or drawing. p o s t e r
- It's a good idea to read one before you see a movie. r e v i e w
- This person is aged from thirteen to nineteen. t e e n a g e r

**2 Complete the Word Friends in the text. Then ask and answer the questions in pairs.**

\* the media and your parents

**Do your parents:**

- listen to the radio? When? Which shows do they prefer?
- watch the <sup>1</sup>n ews on TV? At what time?
- check the weather <sup>2</sup>f orecast every day?
- watch documentaries on TV? What about <sup>3</sup>s eries, <sup>4</sup>t alk shows, <sup>5</sup>g ame shows, <sup>6</sup>r eality shows?
- buy newspapers or <sup>7</sup>m agazines? Which sections do they read first?

SUBMIT >

**3 Complete the poem with the words below. There are two extra words.**

act go make play potato sing  
story take watch write

I want to <sup>1</sup> go dancing and <sup>2</sup> play the guitar

And then <sup>3</sup> sing a song with my favorite pop star.

I want to <sup>4</sup> write a poem and <sup>5</sup> act in a play

And <sup>6</sup> take some pictures of a beautiful ballet.

I don't want to <sup>7</sup> watch movies on TV all day

Or be a couch <sup>8</sup> potato, no way!

**4 Complete the sentences with the Simple Present or the Present Continuous form of the verbs in parentheses.**

- Beyoncé lives (live) in the USA. This week she is staying (stay) at her apartment in England.
- Jo always goes (go) to dance classes after school, but he isn't going (not go) today.
- No, I never watch (never/watch) online videos. I'm listening to (listen to) music right now.
- We are watching (watch) a romantic movie right now. My friends don't enjoy (not enjoy) science fiction movies.

**5 In your notebook, write questions for the answers in Activity 4.**

- Where ... ? Where does Beyoncé live?
- When ... ? When does Jo go to dance classes?
- ... online videos? Are you watching online videos?
- What kind of ... ? What kind of movie are you watching?

**6 In pairs, use the words in A and B to write five sentences about a friend or a classmate in your notebook. Then write about something different they are doing this week. Students' own answers.**

A: always often sometimes usually  
never once/twice/three times a ...


B: act go listen paint  
play read watch

*Lucas always listens to rap music, but today he's listening to classical music!*

**7 Work in pairs. Student A, ask your classmate these questions and buy two tickets to see a movie. Student B, look at page 117. Students' own answers.**

**Student A**

- What's on? • How much ... ?
- What time ... ? • ... two tickets /
- ... seats / row ? • please?

**8**  **1.32 Listen, then listen again and write down what you hear.**

*Mark's into painting pictures. He loves bright colors. He works every day and he always paints in the morning. Mark is fifteen years old, but he doesn't go to school. Why? Because he's a monkey!*

# Why do we dance?

## Dancing in the UK

Many of us love dancing or watching dancing. But why do you think we do it? It's strange when you think about it. When we dance, we don't go anywhere and we don't make anything, so what's the reason for it?

Today in the UK dance is very popular. About five million people go to dance classes every week. There are many styles, but the most popular are street dancing, ceroc, ballet, and salsa.

**Street dancing** has many styles, including breaking, hip-hop, and popping. It's popular with young people and you have to be very flexible. Some people say we do this kind of dance to show our friends how strong and skilful we are.

**Ceroc** is a simple version of swing, salsa, and jive. You can dance ceroc to fast or slow music. It is very popular with middle-aged people because dancing is a good way to keep fit.

**Ballet** is popular all over the world. There are many spins and jumps in ballet. It's very difficult and you have to do a lot of training to be good at it. Ballet usually tells stories and people think it's very beautiful.

**Salsa** is from Cuba. The word "salsa" is Spanish for hot and spicy sauce. Salsa dancers have a lot of passion and energy. People usually dance salsa to fast and fun music. One reason people do this dance is to increase their self-confidence.

So there are many reasons why we dance. Whatever the reason, everyone agrees that dancing is great fun.



### GLOSSARY

**flexible** (adj) bends and moves easily

**skillful** (adj) good at doing something

**spicy** (adj) a strong, pleasant taste

**spin** (n) the movement of something turning around very quickly

## EXPLORE

### 1 In pairs, discuss the questions.

*Students' own answers.*

- 1 Do you like dancing? Are you a good dancer?
- 2 How popular is dancing in your country?
- 3 Do you know anyone who is a very good (or bad) dancer?
- 4 Why do you think we dance?

### 2 Read the text. Mark the sentences true (T) or false (F).

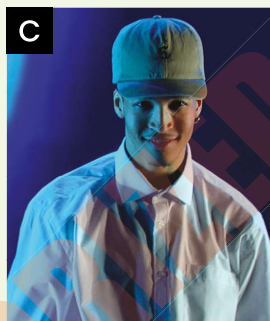
- 1  F Street dancing is popular with middle-aged people.
- 2  F Ceroc is always danced to fast music.
- 3  F Ballet is from Cuba.
- 4  T Salsa also means a hot and spicy sauce in Spanish.

### 3 Work in pairs. Read the text again and find four reasons for why people dance. Are they the same as your ideas in Activity 1?

*See answers in the Teacher's Book. / Students' own answers.*



This competition happens every year. Judges choose the best dancers from four sections – ballet, contemporary, hip-hop, and South Asian.



## EXPLORE MORE

### 4 You are going to watch part of a video from the BBC about a dance competition. Read the ad for the TV show on the bottom left. Do you have competitions like this in your country? *Students' own answers.*

### 5 01 Watch Part 1 of the video and match pictures A–E to the names of the contestants 1–5.

- 1  A Harry Barnes
- 2  D Jonadette Carpio
- 3  C Jodelle Douglas
- 4  E Sharifa Tonkmor
- 5  B Kieran Lai

### 6 In pairs, discuss who your favorite dancer is and why. *Students' own answers.*

### 7 01 Watch Part 1 again. Mark the sentences true (T) or false (F). Correct the false statements. *See answers in the Teacher's Book.*

- 1  F Harry always feels happy.
- 2  T Jonadette was born in a different country.
- 3  F Jodelle usually works alone.
- 4  T Sharifa doesn't plan her dances.
- 5  F Kieran uses machines when he dances.

### 8 02 Watch Part 2 of the video and answer the questions in your notebook. *See answers in the Teacher's Book.*

- 1 Who is the winner?
- 2 Why do the judges like him/her?
- 3 How does the winner react/feel?
- 4 What happens next for the winner?

### 9 Work in pairs. Do you think the winner is the best dancer? Why? / Why not?

*Yes, I agree with the result. Students' own answers.*  
*No, I don't think so. I think ...*

## YOU EXPLORE

### 10 CULTURE PROJECT In groups, use the language and ideas covered in the lesson to create a digital presentation promoting dance and its benefits.

- 1 Use the internet to research traditional or popular dances in your country.
- 2 Write a short script and include some pictures or video.
- 3 Share your presentation with the class.

1.4 Present Continuous

We use the Present Continuous for things that are happening at or around the moment of speaking.

+	I You/We/They He/She/It	'm (am) reading a book. 're (are) playing a game. 's (is) sleeping.
-	I You/We/They He/She/It	'm not (am not) reading a book. aren't (are not) playing a game. isn't (is not) sleeping.
?	Am I	reading a book? Yes, I <b>am</b> . No, I'm <b>not</b> .
	Are you/ we/ they	playing a game? Yes, you/we/they <b>are</b> . No, you/we/they <b>aren't</b> .
	Is he/ she/it	sleeping? Yes, he/she/it <b>is</b> . No, he/she/it <b>isn't</b> .
Where What	are is	you he going? doing?

Spelling rules

- Most verbs, add -ing: go – going, look – looking
- Verbs ending in -e, cut -e and add -ing: live – living
- Short verbs that end with consonant + vowel + consonant, double the last consonant: sit – sitting, swim – swimming

Time expressions

now at the moment  
right now today

1 Complete the dialogue with the Present Continuous form of the verbs in parentheses.

Mom: Tom! Where are you?  
Tom: Hi, Mom. I <sup>1</sup> 'm sitting (sit) in the park.  
Mom: What <sup>2</sup> are you doing (you/do)?  
<sup>3</sup> Are you having (you/have) fun?  
Tom: No, I <sup>4</sup> 'm not . I <sup>5</sup> 'm studying (study) for a test.  
Mom: I can hear Matt! <sup>6</sup> Is he studying (he/study), too?  
Tom: Yes, he <sup>7</sup> is .  
Mom: Really? We <sup>8</sup> 're driving (drive) past the park now. You <sup>9</sup> aren't reading (not read)! You <sup>10</sup> 're playing (play) soccer!  
Tom: Yes, we <sup>11</sup> 're getting (get) ready for our PE test!

2 Imagine you are having a party. In your notebook, use the Present Continuous to write ten sentences about what is happening.

*I'm sitting on the couch with my friend Joanna.*  
*Students' own answers.*

1.4 Simple Present and Present Continuous

- We use the **Simple Present** for facts and routines. Bro **lives** in Hollywood. Lee **plays** his guitar every day. Amy **doesn't clean** her room. What time **do** you **get up**?
- We use the **Present Continuous** for something happening at the moment of speaking. What **are** you **doing** under the table? **I'm looking** for my earring!
- We also use the **Present Continuous** for something happening around now, but maybe not at the moment of speaking. Is she enjoying school **at the moment**? He isn't talking to his dad **these days**.  
**Time expressions:** these days, at the moment, this week/month

1 Complete the sentences with the correct form of the words in parentheses.

- 1 Oh no, it 's raining (rain) again!
- 2 I live (live) in Berlin, but I 'm visiting (visit) London now.
- 3 He 's saving (save) money at the moment to buy a leather jacket.
- 4 Gemma often goes (often/go) to Miami on vacation.
- 5 Jim doesn't speak (not speak) Italian, but he knows (know) a little Chinese.

2 In your notebook, use the Simple Present to write about your typical Sunday afternoon. *Students' own answers.*  
*On a typical Sunday afternoon, I usually sit on the couch at home and ...*

3 Now imagine you are spending an unusual Sunday afternoon. In your notebook, use the Present Continuous to write about it. *Students' own answers.*  
*This is an unusual Sunday afternoon. I'm not sitting on the couch at home, I'm ...*

## STUDENT ACTIVITIES

### Unit 1 Self-check, Activity 7

#### Student B

You work at a movie theater. Use the information in the chart to answer Student A's questions.

FILMWORLD CINEPLEX	
Film	Time
X-Men: the End <b>Sold Out</b>	6:40 / 8:30
Up 2 <b>Row 7 - No, Row 6 - Yes</b>	6:50 / 8:40
Tickets	\$6.95

### Unit 2 Self-check, Activity 6

#### Student B

- 1 Student A started the argument, but it was your fault, too. You like Student A a lot and want to stay friends with him/her. Accept Student A's apology.
- 2 You posted an embarrassing picture of Student A online. Now you feel bad about it. Apologize.

### Unit 3 Self-check, Activity 7

#### Student B

- 1 Listen to Student A's story.
- 2 Use phrases like *Awesome!/No way!*
- 3 Ask questions to show you are listening: *How did you feel? / What did you do? / Why did you do that?, etc.*

### Unit 4 Self-check, Activity 6

#### Student B

- 1 Give Student A advice on how to change the decoration in his/her bedroom. If he/she rejects your ideas, give him/her different advice.
- 2 You want to organize a surprise party for a friend. Ask Student A for advice. Then accept or reject the advice.

### Unit 5 Self-check, Activity 5

#### Student B

- 1 Answer Student A's question - you're unhappy because you have a bad toothache.
- 2 Listen to Student A's advice.
- 3 Thank Student A for his/her advice.

### Unit 6 Self-check, Activity 6

#### Student B

- 1 You are a salesclerk in a sports store. Help Student A buy a new sweatsuit.
- 2 You go to a shoe store to buy a new pair of shoes. You can't decide between boots or sneakers.

### Unit 7 Self-check, Activity 7

#### Student B

- 1 You are at a Student Careers office. You enjoy working with your hands, being creative, working alone, and being in contact with nature.
- 2 You're thinking of working as an accountant.
- 3 Listen to Student A's advice. Say which advice you agree with: *I probably won't enjoy ... / I might/may be good at working as a ...*

### Unit 8 Self-check, Activity 7

#### Student B

- 1 Student A wants to go mountain biking tomorrow and asks for permission to use your bike. Refuse permission. You want to use the bike yourself tomorrow. Then Student A asks for permission to borrow a helmet. Give permission. You have an extra helmet you never use.
- 2 You hear that Student A is going on a camping trip with his/her family. Ask for permission to go with him/her. If Student B agrees, say you don't have a tent and ask for permission to share Student A's tent.



WORKBOOK





## 1 Complete the words in the sentences.

- My friend, Hannah, is an amazing d a n c e r.
- My sister is a great m u s i c i a n. She can play the piano really well.
- My favorite w r i t e r is J. K. Rowling.
- My brother's a good p h o t o g r a p h e r. He has a cool camera!
- I don't really like modern art, but I really like old a r t i s t s like Leonardo Da Vinci.
- I think Mark Ruffalo is a very good a c t o r. He's in lots of great movies.

## 2 Complete the sentences with the correct words.

don't hate really into love interested

- I love samba. It's cool!
- I'm not interested in graphic novels.
- I'm into acting. I'd love to be an actor.
- I hate documentaries. They're so boring!
- I don't like dancing much.
- I'm really interested in drawing. I like art.

## 3 WORD FRIENDS Match the parts of the sentences.

- |                             |                |
|-----------------------------|----------------|
| 1 <u>d</u> I like playing   | a faces.       |
| 2 <u>e</u> I like listening | b comic books. |
| 3 <u>a</u> I like drawing   | c pictures.    |
| 4 <u>b</u> I like reading   | d the violin.  |
| 5 <u>f</u> I like watching  | e to hip-hop.  |
| 6 <u>c</u> I like taking    | f cartoons.    |

## 4 Complete the words from the descriptions.

- You can watch movies in this place: m o v i e t h e a t e r
- This person can paint pictures very well: a r t i s t
- This is a musical instrument: v i o l i n
- This is a scary movie: h o r r o r m o v i e
- This is a funny movie: c o m e d y
- You can do this if you have a camera: p h o t o g r a p h y
- This is a classical type of dancing: b a l l e t
- You can read this: n o v e l

## 5 Complete the sentences with the correct words.

piano salsa director comedy short stories rock

- This is my favorite comedy. It's really funny.
- I want to learn to play the piano.
- I have a really good book of short stories. I read one every day.
- I know all the actors in the movie, but not the director.
- I want to go to salsa classes. It's a great dance!
- I love rock music and I always listen to it in my room.

## 6 Use the letters to write the correct words.

- I like TRACIMON romantic movies, but I prefer DEMISOEC comedies.
- I'm really into NICNAGD dancing and I'd like to go to TEBLAL ballet classes.
- Our teacher is a great ISNAUMIC musician and he can play the RIGTUA guitar.
- People who are good at GRINDAW drawing can make TROCNOA cartoon movies.
- I'm not into DREGANI reading, but I like TWICGAHN watching movies.

## 7 Circle the correct option.

whatareyouinto.com

TV, MUSIC, ART, ACTING??

What are YOU into?

guy15 24 Aug 11:05

I <sup>1</sup>really / very love books and I am reading a <sup>2</sup>cartoon / graphic novel at the moment. The <sup>3</sup>writer / director is a good <sup>4</sup>musician / artist, too and the pictures are great. There's a <sup>5</sup>documentary / fantasy movie of the book and I want to see it at the <sup>6</sup>movie theater / concert. I'm <sup>7</sup>love / interested in drawing and <sup>8</sup>taking / making pictures, too. Maybe I can write a novel like this! But I'm also <sup>9</sup>in / into acting in plays so maybe I can be a(n) <sup>10</sup>actor / photographer! Who knows?

Tweet 13 Like 4

**8** Complete the sentences with the correct affirmative form of the Simple Present of the verbs in parentheses.

- 1 My brother likes (like) hip-hop.
- 2 My friends go (go) to a café after school.
- 3 I play (play) video games.
- 4 My teacher writes (write) poems.
- 5 I speak (speak) English.
- 6 My English friend lives (live) in London.

**9** Rewrite the sentences in Activity 8 in the negative form.

- 1 My brother doesn't like hip-hop.
- 2 My friends don't go to a café after school.
- 3 I don't play video games.
- 4 My teacher doesn't write poems.
- 5 I don't speak English.
- 6 My English friend doesn't live in London.

**10** Write the adverbs of frequency in parentheses in the correct place in the sentences.

- 1 We go to the movies. (never)  
We never go to the movies.
- 2 I read short stories. (sometimes)  
I sometimes read short stories.
- 3 My brother is in his room. (always)  
My brother is always in his room.
- 4 I'm interested in new songs. (always)  
I'm always interested in new songs.
- 5 My mom goes to salsa classes on Mondays. (usually)  
My mom usually goes to salsa classes on Mondays.
- 6 My classmates are bored in Mr. Tutt's classes! (never)  
My classmates are never bored in Mr. Tutt's classes!

**11** Order the words to make sentences or questions.

- 1 like / Hannah / reading / does / ?  
Does Hannah like reading?
- 2 video / with / often / friends / I / my / games / play  
I often play video games with my friends.
- 3 understand / you / Spanish / do / ?  
Do you understand Spanish?
- 4 don't / buy / online / I / clothes / usually  
I don't usually buy clothes online.
- 5 teacher / car / drive / doesn't / our / a  
Our teacher doesn't drive a car.
- 6 never / for / Tom / class / late / is  
Tom is never late for class.

**12** Complete the text with the correct form of the verbs in parentheses.

I often <sup>1</sup> go (go) to the movies with my friends on the weekend. We <sup>2</sup> don't go (not go) in the evenings because we <sup>3</sup> do (do) our homework then. Our teacher <sup>4</sup> isn't (not be) happy if we <sup>5</sup> hand (hand) homework in late! What kind of movies <sup>6</sup> do we watch (we/watch)? Action movies, because they're exciting! I like romantic movies, but my best friend <sup>7</sup> doesn't like (not like) them, so sometimes my sister and I <sup>8</sup> watch (watch) romantic movies at home. It's always nice to watch a movie with someone else!  
<sup>9</sup> Does your sister watch (your sister/watch) movies with you?

**13** Read the article. Match paragraphs 1–4 to headings a–e. There is one extra heading.

- a The right time for you
- b A new way to watch TV
- c Marathon TV
- d Too much choice?
- e With others or alone?

## PEOPLE TODAY WATCH TV IN DIFFERENT WAYS

### OUR READERS TELL US ABOUT HOW THEY AND THEIR FAMILIES WATCH TV.

Jake, 14, from New Zealand

**1** I usually watch TV shows on my laptop in my room, but sometimes I watch them with my family. There is a smart TV in our living room. That's good because we don't often spend a lot of time together. Also we can talk about the movie or TV show and sometimes have arguments! But one problem is that my family often disagrees about what they want to watch! In my room I can choose my own shows.

**2** When we're not at home, my mom records our favorite shows on our smart TV and we all watch them together later. That way we can cut all the commercials – which is great! I like to watch movies and series online, too. You can watch anything, even really old TV series! But you get the commercials, too.

**3** My brother never watches much TV because he spends all his time checking different channels. He watches for a few minutes and then gets bored and looks for another show! In the end he never watches a complete show.

**4** My dad doesn't have much time to watch TV during the week, so on weekends he watches about four hours of shows like *Downton Abbey* using a streaming platform. They say teenagers watch a lot of TV, but in our family, it's my dad!

**14** Read the article again. Mark the sentences ✓ (right), ✗ (wrong), or ? (doesn't say).

- 1 ✗ Jake's family does a lot of things together.
- 2 ✗ They usually have the same opinions.
- 3 ✓ Jake prefers shows without breaks.
- 4 ✗ Jake's brother doesn't like watching TV.
- 5 ? Jake likes *Downton Abbey*.
- 6 ? Jake's father works in the evenings.

**15** Complete the sentences with the correct words from the text.

live online channel commercials

- 1 I want to watch the new documentary tonight. Which channel is it on?
- 2 I often watch series online because I'm out a lot in the evenings.
- 3 When I watch a movie and the commercials come on, I go out and get a glass of water or something!
- 4 My dad never records programs. He always watches live TV.

**16** Circle the correct option.

- 1 My grandparents are teenagers / older people and they often watch TV during the day.
- 2 My brother is a teenager / kid and watches a lot of children's shows and cartoons.
- 3 Teenagers / Adults can't watch too much TV when they have school tests.
- 4 There are many news shows on TV in the evening. A lot of kids / adults watch them.

**17** Decide if the verbs in the sentences show a fact (F), a routine (R), something happening during a period of time (P), or something happening right now (N).

- 1 F My mom works in a hospital.
- 2 R She always gets up at 6:30 a.m. and takes a taxi to work.
- 3 N Today she is feeling sick, so she's staying at home.
- 4 N At the moment she's sitting in bed and sending some emails.
- 5 F She has friends in lots of different countries.
- 6 P She's working with a new team of doctors this week.
- 7 R She usually finishes work at 6:00 p.m.
- 8 N Oh – the phone is ringing. Maybe it's the hospital.

**18 Match the parts of the sentences.**

- 1  **c** Cathy doesn't usually go to bed late,
  - 2  **a** She really enjoys TV series,
  - 3  **f** She knows a lot of languages,
  - 4  **b** She usually goes to other countries on vacation,
  - 5  **d** She sometimes plays the guitar in a band,
  - 6  **e** She doesn't often go out during the week,
- a but she hates game shows.  
 b but she's staying home this week.  
 c but she's watching a movie right now and it's already midnight!  
 d but this week she's playing the drums.  
 e but she's hanging out at the snack bar with us right now.  
 f but she doesn't speak Italian.

**19 Complete the sentences with the correct present form of the verbs.**

- 1 I usually have cereal for breakfast. Today, I'm having some fruit, too.
- 2 Danny doesn't always come to extra math classes after school. He is coming this week because his grades are getting worse!
- 3 It always rains when I'm on vacation and look - it's raining now!
- 4 I know you play tennis a lot. Are you playing this weekend?
- 5 My brother usually watches game shows, but tonight he is watching a news show.

**20 Circle the correct option.**

- 1 We usually study / are usually studying math on Mondays, but today we take / 're taking a test.
- 2 Jenna's listening to some music and / but she's watching TV at the same time! How?
- 3 I don't do / 'm not doing my online homework at the moment because my laptop doesn't work / isn't working.
- 4 Harry is waiting for Lisa outside school, and / but she doesn't want to see him.
- 5 Do you always have / Are you always having a big breakfast before school? No, I don't / 'm not.
- 6 My sister usually wears / is usually wearing jeans and a T-shirt, and / but today she wears / 's wearing a skirt and a jacket.

**21 Complete the text with the correct form of the verbs.**

play sing (x3) not get hear  
 love have enjoy

My friend Mia is amazing. She's only fifteen, but she <sup>1</sup> has an awesome part-time job. Every Friday and Saturday night she <sup>2</sup> sings with a band. She has a beautiful voice. Her brother <sup>3</sup> plays the guitar. They're both really good musicians. They <sup>4</sup> don't get a lot of money, but they <sup>5</sup> enjoy it. The band always <sup>6</sup> sings in our classroom during the lunch break and I can <sup>7</sup> hear them now. Mia <sup>8</sup> is singing an Ellie Goulding song and it's beautiful! I <sup>9</sup> love their music!

**22 Match the types of media and TV shows 1-7 to pictures A-G.**

- |  |   |
|--|---|
| 1 <input checked="" type="checkbox"/> <b>B</b> talk show   | 5 <input checked="" type="checkbox"/> <b>C</b> reality show     |
| 2 <input checked="" type="checkbox"/> <b>G</b> news show   | 6 <input checked="" type="checkbox"/> <b>A</b> game show        |
| 3 <input checked="" type="checkbox"/> <b>F</b> documentary | 7 <input checked="" type="checkbox"/> <b>D</b> weather forecast |
| 4 <input checked="" type="checkbox"/> <b>E</b> TV series   |   |



**23** Match comments 1–7 to the types of media and TV shows from Activity 22.

- 1 I know all the answers. game show
- 2 That singer is awesome! reality show
- 3 It's really interesting and the photography is beautiful. You can learn a lot.  
documentary
- 4 That's the man's girlfriend. They're always arguing. TV series
- 5 That's my favorite athlete. They also have my favorite actor and comedian on today. talk show
- 6 Yes, it's sunny all week! weather forecast
- 7 That's awful! I hope the people are all right. news show

**24** Match questions 1–4 to answers a–d.

- 1  c What's on?
  - 2  d Can I have three tickets for *True Blue*?
  - 3  a How much is that?
  - 4  b Here you are.
- a That's \$20.  
b Thanks. Enjoy the movie.  
c A fantasy movie, *True Blue*.  
d Sure, which screening?

**25** Complete the dialogue with the correct phrases.

No way Here you are which screening  
I'd like That's Enjoy the movie Let's go  
What's on Can I have Come on

- A: 1 Let's go to the movies.  
B: OK. 2 What's on ?  
A: Well, there's *Five Lives*. That's a horror movie.  
B: 3 No way ! I don't like horror movies.  
A: 4 Come on !  
B: Well, OK. 5 Can I have two tickets for *Five Lives*, please?  
C: Sure, 6 which screening ?  
B: The 7:30.  
C: I'm sorry, it's sold out ... Oh, no, hold on! There are two seats in the front row.  
B: OK. 7 I'd like two tickets, please. How much is that?  
C: 8 That's \$16.80, please.  
B: 9 Here you are .  
C: Thank you. 10 Enjoy the movie .

**26** Decide if the sentences give us personal information (P), information about hobbies/interests (H), or information about routines (R).

- 1  P I have one sister and two brothers.
- 2  R I go to school by bus every day.
- 3  H My big passion is books.
- 4  P My best friend is Patsy.
- 5  P I live in Marchwood.
- 6  H I'm really into tennis and I'm good at it.
- 7  P I'm in 8th grade at Brooklyn Middle School.

# SELF-ASSESSMENT

## Vocabulary

### 1 Complete the words in the sentences.

- 0 My brother plays the d r u m s in a band.
- 1 I don't enjoy c l a s s i c a l music, like Mozart or Beethoven.
- 2 My cousin is a p h o t o g r a p h e r. She takes beautiful pictures.
- 3 I often watch r o m a n t i c movies where people are in love.
- 4 A lot of children love watching c a r t o o n s, like *The Powerpuff Girls* or *Ben 10*.
- 5 T r a d i t i o n a l music in my country uses hand clapping and wooden instruments.

/5

### 2 Complete the sentences with the correct words.

listening painting playing  
reading taking watching

- 0 We have a piano, but I hate playing it.
- 1 My dad is crazy about listening to old music.
- 2 My mom is really into taking selfies.
- 3 I like reading reviews about new movies.
- 4 Our family loves watching TV series together.
- 5 I don't like painting pictures in art classes at school.

/5

## Grammar

### 3 Complete the dialogue with *do*, *does*, *don't*, or *doesn't*.

- A: <sup>0</sup> Do you like classical music?  
 B: No, I <sup>1</sup> don't, but my sister <sup>2</sup> does.  
 A: <sup>3</sup> Does she like hip-hop music, too?  
 B: No, she <sup>4</sup> doesn't, but I <sup>5</sup> do!

/5

### 4 Make sentences or questions from the prompts.

- 0 I / not / like / documentaries  
I don't like documentaries.
- 1 you / want / to go to the movies / ?  
Do you want to go to the movies?
- 2 my friend / not / live / near me  
My friend doesn't live near me.
- 3 Jack / speak / English and French  
Jack speaks English and French.
- 4 our teacher / usually / give / us a lot of homework  
Our teacher usually gives us a lot of homework.
- 5 what time / you / go to bed on Fridays / ?  
What time do you go to bed on Fridays?

/5

### 5 Circle the correct option.

/5

## Speaking language practice

### 6 Complete the dialogue.

- A: What's <sup>0</sup> on today?  
 B: There's a horror movie and a comedy.  
 A: <sup>1</sup> Can I have a ticket for the horror movie, please?  
 B: Is that for the 5:00 or the 6:00 <sup>2</sup> screening ?  
 A: The five o'clock, please.  
 B: Sorry, it's <sup>3</sup> sold out.  
 A: OK, for the six o'clock, please.  
 B: There's a <sup>4</sup> seat in the front row.  
 A: How <sup>5</sup> much is that?  
 B: That's \$20, please.

/5

Vocabulary

/10

Grammar

/15

Speaking language practice

/5

**Your total score**

/30

## Unit contents

## Vocabulary

- Culture
- People
- Cultural activities
- Likes and dislikes
- Age groups
- News and entertainment

## Grammar

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- Simple Present and Present Continuous

## Examples of 21st century skills/competencies

- Critical thinking: page 10 (Activity 4), page 13 (Activity 2), page 15 (Extra activity), page 17 (Extra activity)
- Collaboration: page 10 (Warm-up, Activities 1 and 3), page 11 (Activities 9, 10, and 11), page 12 (Warm-up, Activity 5), page 13 (Warm-up, Activities 3 and 8, Extra activity), page 14 (Activity 6 and Wrap-up), page 15 (Warm-up, Activities 1, 5, and 7, Extra activity), page 16 (Activity 4 and Wrap-up), page 17 (Activity 2), page 18 (Extra activity), page 19 (Extra activity)
- Assessment for learning: page 19
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## 1.1 VOCABULARY Culture

pages 10 and 11

## Lesson learning objective

Students can talk about cultural activities and likes and dislikes.

## Materials:

- Student's Book
- audio tracks 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, and 1.19


## Warm-up

- (*Books closed*) Write the word *Culture* vertically on the board. Using the first two letters, write the words *cinema* and *music*:  

C	I	N	E	M	A
M	U	S	I	C	
L	T	U	R	E	
- Organize students into pairs. Tell them to write other words related to culture using the remaining letters: l, t, u, r, and e. Encourage the pairs to write their ideas on the board.
- (*Books open*) Draw students' attention to the information on the left column of page 10. Go through the Vocabulary and Grammar items. Read aloud the question about the picture from the story in Lesson 1.4 - Grammar. Encourage students to share their predictions with the whole class and write them down in their notebooks. Do the same with the question about the picture from Lesson 1.6 - Speaking.
- Explain the lesson objective. Then ask students to predict what they will be able to say in English at the end of the lesson.

## Background notes

Flamenco is an art form from the Andalusia area of Spain. It is a form of dancing, but also singing, guitar playing, and hand clapping. It is associated with the Romani people of Spain. Salsa is a Cuban dance.

1  1.13 What can you see in the pictures? In pairs, match pictures 1–6 to phrases a–f. Listen and check.

- Ask *What can you see in the pictures?* and have students describe them.
- Organize students into pairs and set a time limit for them to match pictures 1–6 to phrases a–f. Play the audio. Students listen and check.
- Check answers with the whole class. Ask students for the key words in the sentences (e.g., *concert*, [*dance*] *steps*, *stories*, *camera*, *painting*, *actors/movie*).

2  1.14 Study Vocabulary A box. Listen and repeat the words.

- Read the information in the box with the whole class. Students then study Vocabulary A box individually. Play the audio for them to listen and repeat the words.
- Pause after each word to check students' pronunciation. Remind students that when we talk about jobs, we need to use the indefinite article *a* or *an* (e.g., *I'm an artist*. *She's a dancer*.) Point out that we still need to use the indefinite article when we add an adjective, but that the article should be placed before the adjective (e.g., *I'm a good artist*. *She's a great dancer*).

### Extra activity

- Organize students into pairs. Encourage them to take notes of occupations using each suffix in their notebooks. Write on the board:  

-er	-ist	-or	-ian
writer	artist	actor	musician
photographer		director	
dancer			
- Set a time limit for the pairs to work and, when they finish, have them share the words they have come up with with the whole class.

### 3 In pairs, make true sentences with the phrases below and the words in Vocabulary A.

- Organize students into pairs. Tell them to make true sentences with the phrases listed and the words in Vocabulary A.
- Remember to point out that *I'm not a bad ...* is more positive than *I'm not a great ...*. Elicit what students can say if they can't do something at all (*I'm a terrible ...*).
- Set a time limit and then ask some students to share their sentences with the whole class.

### 4 **1.15** I KNOW! Study Vocabulary B box. Add the words below to the correct category. Listen and check. Can you add more words?

- Read the information in the box with the whole class. Students then study Vocabulary B box individually and add the words listed to the correct category. Play the audio for students to listen and check.
- Then ask: *Can you add more words?* Elicit additional words that students can think of.
- Critical thinking** When students have finished the activity, organize them into pairs and set a time limit of two minutes for them to talk about the importance of the engagement in cultural activities from an early age. After two minutes, invite students to share their opinions with the whole class.

### 5 **1.16** Study the Speaking box. Listen and circle the correct option.

- Read the information in the box with the whole class. Draw their attention to the first sentence and show students the difference in meaning between *I'm really interested* (very interested) and *I'm not really interested* (not very interested). Then tell students to study the box individually.
- Play the audio for students to listen and circle the correct option. Check answers with the whole class.
- Play the audio again, pause after each sentence from the Speaking box for students to repeat with the correct intonation, then ask them to make the sentences true about themselves.

### Speak Up!

### 6 **1.17** Listen and circle the option that sounds more expressive.

- Play the audio. Ask students to say what they have observed about the intonation in those sentences. They are supposed to observe that expressive intonation emphasizes how people feel. Remind them that intonation is very important in English as we can understand the speaker's feelings, purposes, and attitudes if we pay attention to it. Intonation tells us whether people are happy, sad, angry, surprised, confident, doubtful, etc.
- Play the audio again and tell students to circle the option that sounds more expressive. Check answers with the whole class.

### Audio script

1

a I really like museums. (expressive intonation)

b I really like museums. (non-expressive intonation)

2

a I hate ketchup. (expressive intonation)

b I hate ketchup. (non-expressive intonation)

3

a I like playing chess. (non-expressive intonation)

b I like playing chess. (expressive intonation)

4

a I don't like walking the dog. (non-expressive intonation)

b I don't like walking the dog. (expressive intonation)

### 7 **1.17** Listen again. Does their intonation go up or down? Draw the correct arrow in the boxes.

- Play the audio again and tell students to draw the correct arrow in the boxes. Elicit answers from the class and have them justify their choices.

### 8 **1.18** WORD FRIENDS Complete the sentences with the words below. Listen and check.

- Go through the words listed and make sure students understand them. Then set a time limit for them to complete the sentences. When they have finished, encourage them to compare their answers in pairs. Play the audio. Students listen and check.
- Ask follow-up questions about the activities: *Who likes dancing samba? Really? Do you take classes?* etc.

### 9 In pairs, change the sentences in Activity 8 to make them true for you. Practice using expressive intonation.

- Organize students into pairs. Students change the sentences in Activity 8 to make them true for them. Walk around the classroom to monitor their work.



### 10 1.19 Complete the text. Then compare answers with a classmate's. Listen and check.

- Tell students to complete the text individually. Walk around the classroom to monitor their work. Organize them into pairs and have them compare their answers.
- Play the audio. Students listen and check.

#### And YOU?

### 11 In groups, talk about your likes and dislikes. Use Activities 9 and 10 and the Speaking box to help you. Which classmate has similar likes and dislikes to you?

- Before starting the activity, tell students to think of three things from this lesson that they have the strongest feelings about, either positive or negative. Encourage them to share their opinions with the whole class.
- Then read the example dialogue with the whole class. Organize students into groups and tell them to talk about their likes and dislikes. Remind them to use Activities 9 and 10 and the Speaking box for help. Walk around the classroom to monitor their work.
- Then have the groups report back to the class about what similarities and differences they actually found.

#### Wrap-up

- Tell students to write six sentences starting with: *I love ...*, *I'm really interested in ...*, *I really like ...*, *I hate ...*, *I'm into ...*, and *I'm not into ...* in their notebooks. Organize them into pairs, but tell them not to show each other what they have written.
- One student starts by reading out only the second part of one of his/her sentences (e.g., *listening to pop music*). The second student has to guess which item it goes with (e.g., *You love listening to pop music*.) The first student tells him/her the correct answer and if the guess is incorrect, then he/she should say what is true in that situation (e.g., *No, I hate listening to pop music!*).

#### Further practice

- Workbook, Activities 1-7, page 122.

## 1.2 GRAMMAR Simple Present | Adverbs of frequency

page 12

### Lesson learning objective

Students can use the Simple Present and adverbs of frequency to talk about habits and routines.

#### Materials:

- Student's Book
- audio tracks 1.20 and 1.21

#### Warm-up

- (*Books closed*) Organize students into pairs. Student A should choose a cultural activity from Vocabulary B box on page 10. He/She should define it in his own words for his/her classmate to guess what it refers to, but he/she mustn't spell or translate the word. When the classmate has guessed the activity, they should change roles and Student B then chooses a different word from the box to define.
- (*Books open*) Students look at page 12. Explain the lesson objective.

### 1 1.20 Listen and read Rose's blog. How are Rose and Violet different?

- Encourage students to describe the picture. Elicit the word *twins*. Encourage them to make predictions to answer the question.

- Play the audio. Students listen and read Rose's blog. Then ask: *How are Rose and Violet different?* Elicit the answer from students.

### 2 Study the Grammar box and circle the correct words to complete the rule. Then underline examples of the Simple Present in the blog post in Activity 1.

- Go through the Grammar box with students and elicit other example sentences using the Simple Present affirmative and negative forms. Students then study the box individually and circle the correct words to complete the rule. Check answers with the whole class.
- Tell students to underline examples of the Simple Present in the blog post in Activity 1. Have some students read those examples to the whole class.

### Background notes

The spelling rules for the third person singular forms of the Simple Present are as follows:

After *-s*, *-sh*, *-ch*, *-x*, and with the verbs *do* and *go*, we add *-es* to the verb.

When the verb ends in a consonant + *-y*, we change the *-y* to *-i* and add *-es* (*study – studies*), but when the verb ends in a vowel + *-y*, we just add *-s* (*play – plays*).

Students may try to use the third person *-s* in the main verb as well as the auxiliary verb in negative sentences (e.g., *He doesn't likes ...*). Point out that we only use the third person *-s* once – in the main verb in affirmative sentences and in the auxiliary verb in negative sentences and (to be learned later in this unit) in questions.

### 3 Use the prompts to write questions. Then answer them using adverbs of frequency. Compare answers with a classmate's.

- Students use the prompts to write questions. When they have finished, tell them to answer those questions using adverbs of frequency. Then organize students into pairs. Have them compare their answers with a classmate's.

### Extra activity

- Keep students in pairs. Student A should choose an occupation from Vocabulary A box on page 10. He/She should define that occupation in his own words for his/her classmate to guess what it refers to. Student A should say, for example: *He takes pictures*. And Student B should say: *A photographer takes pictures*.
- When the classmate has guessed the occupation, the students should change roles and Student B then chooses a different occupation from the box to define.
- Walk around the classroom to monitor students' work. Have some pairs report their definitions to the whole class and the other students guess what occupation that is.

### 4 1.21 Complete the interview with the correct form of the verbs in parentheses. Listen and check.

- Students complete the interview with the correct form of the verbs in parentheses. Walk around the classroom to monitor their work. Play the audio. Students listen and check.
- Go through the answers to ensure that students have used the correct verb forms. Write them on the board.

### And YOU?

### 5 In pairs, use the phrases below and adverbs of frequency to ask and answer questions about what you do in your free time. Tell the class about you and your classmate.

- Organize students into pairs. Tell them to use the phrases and adverbs of frequency to ask and answer questions about what they do in their free time. Elicit what students would say if they both gave the same answers (e.g., *We never read movie reviews.*).
- Tell students to write down what their classmate answers so that they can tell the class about them when everybody has finished asking and answering the questions.

### Wrap-up

- Tell students to choose one of their classmates and write two true and one false sentence about him/her. Walk around the classroom to monitor their work.
- When they have finished, have them read their sentences to the class. Their classmates should listen attentively and try to guess which information is not true.

### Further practice

- Workbook, Activities 8–12, page 123.
- Grammar Time, page 106.

## 1.3 READING and VOCABULARY A magazine article

page 13

### Lesson learning objectives

Students can predict the topic of an article from its headings and talk about age groups.

### Materials:

- Student's Book
- audio tracks 1.22 and 1.23
- sheets of paper

### Warm-up

- (*Books closed*) Organize the class into groups of three or four. Hand out one sheet of paper to each group. Every student in the group then writes two true sentences about themselves, using *I like/hate ...* or *I often/never ...*

- Groups then pair up to exchange their sheets of paper. They have to guess which student in the other group wrote each sentence. Encourage the groups to take turns to say what they have guessed and how many guesses were correct.
- (*Books open*) Students look at page 13. Explain the lesson objectives.

**1 CLASS VOTE** How much TV do you usually watch before/after school?

- Before students open their books, ask the question and elicit ideas from the class. See if there is a particular show your students like and find out why.
- Students open their books and choose the correct answer to the question. Ask the question yourself, read the answers listed, and tell students to raise their hands when you read the correct answer for them.
- Ask follow-up questions (e.g., *What other free-time activities do you do before/after school?*).

**2 Read the title of the magazine article and look at the picture. What kind of person is a “couch potato”? Circle the correct answer.**

- Have students describe the picture. Then tell them to read the title of the magazine article and relate it to the picture. Ask: *What kind of person is a “couch potato”?* Elicit ideas.
- Ask students to read the alternatives and circle the correct answer to the question.
- **Critical thinking** Organize students into pairs. Have them discuss the effects of some people's unhealthy habit of watching too much TV. Encourage them to think of physical and mental downsides of such a habit. Have students share their opinions with the whole class.

**Background notes**

The phrase *couch potato* was first used by a man called Tom Lacino in 1976. He called his friend, whose girlfriend answered the phone. He asked the question: *Is the couch potato there?* without really thinking about what he was saying. He later said that he was unsure about why he used the word potato. At the time of the phone call, his friend was, in fact, sitting on the couch, watching TV.

**3 Read the headings of different sections of the magazine article. In pairs, predict what each section is about and take notes in your notebook.**

- Go through the headings of different sections of the magazine article with the class. Organize students into pairs and ask them to predict what each section is about and take notes in their notebooks.
- Walk around the classroom to monitor the activity. Have students share their answers with the whole class.

**4 1.22** Read the magazine article. Match headings a–e in Activity 3 to paragraphs 1–4. There is one extra heading. Listen and check.

- Go through the information in the Reading tip box with your students and clarify any questions they might have.
- Students read the magazine article and match headings a–e in Activity 3 to paragraphs 1–4. Remind them there is one extra heading. Ask students to explain their answers by referring to clues in the text.
- Play the audio. Students listen and check.

**5 1.23** Look at the Vocabulary box. Listen and repeat the words. How do you say them in your language?

- Read the information in the box with the whole class. Play the audio for students to listen and repeat the words.
- Encourage students to say the words for those age groups in their own language.

**6 In your notebook, write sentences about the people below using the words in the Vocabulary box.**

- Students write sentences about the people using the words in the Vocabulary box. Tell them that, in some sentences, more than one answer could be correct. However, tell them to use each word from the Vocabulary box only once, so they need to decide which sentence is the most suitable match for each word.
- Walk around the classroom to monitor their work and encourage some students to read their sentences to the whole class.

**7 Read the magazine article again. Mark the sentences ✓ (right), ✗ (wrong), or ? (doesn't say).**

- Tell students to read the article again and mark the sentences ✓ (right), ✗ (wrong), or ? (doesn't say).
- Encourage students to compare their answers in pairs and, if they disagree, they should explain their answer by referring to the relevant section in the article.
- Elicit the answers and students' explanations for them.

**And YOU?**

**8 The survey in the magazine article shows that adults watch a lot of TV. In groups, talk about how much TV you and your family watch.**

- Set the context and organize students into groups. Have them talk about how much TV they and their family watch. Read the example with the class. Elicit what other kinds of information students could consider (e.g., the kinds of shows watched by different family members or their own favorite shows).
- Students can take notes in their notebooks before they discuss in groups. When the groups have finished discussing, ask them to report their experiences to the whole class.

**Extra activity**

- Tell students to list in their notebooks five TV shows they watch frequently. Have them number them in order of preference.
- Organize students into pairs for them to compare their lists. Encourage them to talk to classmates about what they have in common.

### Wrap-up

- Organize students into pairs. Tell each student to think of a TV show he/she enjoys and imagine that he/she is at home with a classmate. Explain the conflict: they want to watch different TV shows. Each student has one minute to persuade his/her classmate to change his/her mind.
- Walk around the classroom to monitor the activity. Have students exchange roles and repeat the procedures.

### Further practice

- Workbook, Activities 13-16, page 124.

## 1.4 GRAMMAR Simple Present and Present Continuous

page 14

### Lesson learning objective

Students can talk about what usually happens and what is happening around now.

### Materials:

- Student's Book
- audio tracks 1.24 and 1.25
- strips of paper

### Warm-up

- (*Books closed*) Before the class, write the following sentences on small strips of paper: *You are a couch potato. You are an actor. You are an artist. You are a photographer. You are a dancer. You are a musician.*
- Ask a student to come to the front of the class and choose a strip of paper. The student mimes what is written on the paper, while the rest of the class has to guess who he/she is. When the class has guessed correctly, invite another student to the front of the class to mime.
- (*Books open*) Students look at page 14. They discuss what they think they will learn in this lesson. Elicit ideas from the class and then explain the lesson objective.

### 1 1.25 Listen and read the dialogue. Then answer the questions.

- Play the audio for students to listen, read, and check if their predictions from Lesson 1.1 were correct. Ask: *Is Amy happy with Lee? Why not?* Students refer to the predictions in their notebooks and talk about them.
- Then allow students enough time to answer the questions individually. Check answers with the whole class.
- Go through the Out of class box to make sure students understand the different words and phrases. Check understanding by asking for synonyms (e.g., *To be honest, ... = Actually, ...; Yeah, right. = I don't believe you.*).

### 2 Study the Grammar box. Complete with the Simple Present and Present Continuous. Underline examples of the structures in the dialogue in Activity 1.

- Go through the Grammar box with the students. Provide example sentences and elicit others from the class. Write them on the board.
- Students then study the Grammar box individually and complete the sentences. Check answers with the whole class and ask students to underline examples of the structures in the dialogue in Activity 1. Encourage them to read those structures to the class.

### 3 Circle the correct option.

- Students read the sentences and circle the correct options to complete them. Check answers with the whole class. Have them explain the correct answers.

### 4 In your notebook, write sentences with *but* to describe Paula's usual life and what's happening now.


- Students write sentences with *but* to describe Paula's usual life and what's happening now in their notebooks. Walk around the classroom to monitor their work.
- Check answers with the whole class. Have students write the sentences on the board.

#### Suggested answers:

*Paula usually watches online videos, but today she's listening to a podcast.*

*Paula doesn't read novels, but she's reading a great book at the moment.*

*Paula usually wears jeans, but today she's going to a party, so she's wearing a dress.*

**5**  **1.25 Complete the text with the correct form of the words in parentheses. Use the Simple Present or the Present Continuous. Listen and check.**

- Students use the Simple Present or the Present Continuous to complete the text with the correct form of the verbs in parentheses. Have them compare their answers in pairs before playing the audio.
- Play the audio. Students listen and check.

**Extra activity**

- Allow students one or two minutes to write down in their notebooks what they know about their favorite actor/pop star. Remind them to use the Simple Present and the Present Continuous in their sentences. As an example, write on the board: *My favorite actor is Robert Downey Jr. He plays the role of Tony Stark, Iron Man, in Marvel movies. He often plays intelligent and eccentric roles. At the moment he is producing the movie Sherlock Holmes 3.*
- Walk around the classroom to monitor the activity. When students have finished, ask them to tell the class about their favorite star.

**And YOU?**

**6 Work in pairs. Look at Activity 4 again and make sentences about you.**

- Organize students into pairs. They look at Activity 4 again and make sentences about their usual life and what's happening now. Set a time limit and then organize students into pairs for them to compare their sentences.
- Encourage students to share their answers with the class.

**Wrap-up**

- Keep students in pairs. Tell them to reread the dialogue in Activity 1. Students then close their books and take turns to retell the dialogue. Tell them to make sure to use the Simple Present to talk about the facts and routines and the Present Continuous to talk about the things happening at the moment of speaking. Walk around the classroom to monitor their work.

**Further practice**

- Workbook, Activities 17-21, pages 124-125.
- Grammar Time, page 107.

**1.5 LISTENING and VOCABULARY** Types of media

**Lesson learning objectives**

Students can identify specific information in a conversation and talk about media habits.

**Materials:**


- Student's Book
- audio tracks 1.26, 1.27, and 1.28

**Warm-up**


- (Books closed) Draw the following chart on the board:

Usual action	Today
get up early	sleep late
eat in the office	have lunch at home
correct tests	read a book for her grandma
drive the kids back home from school	take a walk in the park

- Organize students into pairs. Tell them to look at the chart on the board and take turns to cover Jessica's usual schedule and Jessica's schedule today, which is a holiday. Walk around the classroom and monitor the activity. Make sure students are using the Simple Present and the Present Continuous to talk about Jessica's schedule. Remind them to take turns.
- (Books open) Students look at page 15 and discuss what they will learn in this lesson. Explain the lesson objectives.

**1**  **CLASS VOTE** Read the questions in the survey and then ask and answer them in pairs. Share your answers with the class. What is the most popular type of media in your class?

- Organize students into pairs. Tell them to read the questions in the survey and then ask and answer them. Encourage them to share their answers with the class.
- Address the whole class and do the survey to find out which type of media is the most popular in the class. When students have voted on their favorite type of media, ask them to justify their choice.

**2**  **1.26 Read the survey again. Then listen and match speakers A-E to questions 1-8. There are three extra questions.**

- Students read the survey again. Then play the audio for them to listen and match speakers to questions. Remind them there are three extra questions.
- Check answers with the whole class.

### Audio script

**A:** Well, I listen to the radio every morning before I go to work, just to catch the headlines, and I always buy a good newspaper such as *The New York Times* on Saturday. And I read everything in it. I think it's important to know what's in the news. Things change so quickly nowadays ...

**B:** Oh, I never check. I mean ... What's the point? It is going to rain the next day nine times out of ten. It's funny, though. My mom always watches the late-night forecast on the news, and she always forgets it immediately after.

**C:** A lot of my friends listen to the radio in the afternoons, but I never do. The music stations play the same groups and singers all the time. I find a lot of music by watching online videos on the internet. So, yes ... I suppose the internet is the way I discover new music.

**D:** I'm probably a bit old-fashioned because I still buy the local newspaper every Friday, and I always check what's on, but I'm sorry to say the choice is very poor these days. The movies they show are really bad. My husband and I don't often go to the movies now. It's a shame.

**E:** Oh, the internet, definitely. I have an app on my cell phone and check game results and comments during my morning coffee break. But really, it's just for soccer, I'm a big fan of Manchester United. I think SportsToGo is the best app for all the soccer news.

### 3 1.27 Look at the Vocabulary box and listen to the words. In which type of media from the survey can you find these things? Sometimes more than one answer is possible.

- Read the information in the box with the whole class and clarify vocabulary if necessary. Play the audio for students to listen to the words.
- Then ask: *In which type of media from the survey can you find these things?* Elicit students' ideas and find out which of the items students are and aren't interested in. Encourage them to explain their preferences.

### 4 Use the Vocabulary box to complete the sentences.

- Tell students to use the Vocabulary box to complete the sentences. Remind them that in order to fill each blank they have to read the whole sentence and sometimes the clue can be found after the blank.
- Check answers with the whole class.

### 5 In pairs, take turns to name an example of the types of media in the Vocabulary box.

- Organize students into pairs. They take turns to do the task. Walk around the classroom to monitor their work.
- When students have finished, elicit some of the call-in shows, documentaries, and TV series they named. Discuss students' opinions, how often they watch them, etc.

### 6 1.28 Listen and match speakers 1–4 to the type of radio show they like (a–e). There is one extra answer.

- Before playing the audio, ask students to look at the different kinds of shows and think of reasons why people might like them. Elicit ideas from the class.
- Play the audio. Students listen and match the type of radio show they like. Encourage them to compare answers in pairs.
- Play the audio a second time for students to check their answers.

### Audio script

**Radio Presenter:** You're listening to *Politics Today* here on *Radio News*. And with me in the studio are *Tim Smith*, from the *Popular Party*, and *Jemima Yan*, from the *Green Party*. My first question is about ...

**Cara:** Oh, please, Dad, can't we listen to something else? I hate listening to the news especially before school.

**Dad:** I'm surprised at you, Cara. The *Politics Show* is your brother's favorite radio show.

**Girl:** No, it isn't. You like shows with boring politicians. You know very well that *Rob* and I hate this show. *Rob* is only interested in shows about sports.

**Dad:** OK then, let's listen to *Pop Radio*. I think *Pop Top 20* is on at the moment ...

**Girl:** Urrgh, Dad! You know I hate all of the songs in the *Top 20*.

**Dad:** So ... What do you listen to in the car with Mom?

**Girl:** Well ... Sometimes we listen to shows on a rock music station, like *Infinite Rock*, but Mom is never happy about it. Or sometimes we listen to her favorite radio call-in show, but then I'm not happy.

**Dad:** I think the only answer is to listen to one of my fantastic punk rock CDs from the 1980s ...

**Girl:** Oh, Dad, no!

### And YOU?

### 7 Complete the sentences to make them true for you. Use the Vocabulary box to help you. Then compare with a classmate's.

- Set a time limit for students to complete the sentences to make them true for them. Tell them to use the Vocabulary box for help. Walk around the classroom to monitor their work.
- Ask students to compare their sentences with a classmate's.

### 8 Tell the class about your classmate's answers.

- After students have compared their sentences with a classmate's, have them tell the class about them.

## Extra activity

- **Critical thinking** Organize students into pairs. Have them discuss the reasons why so many people turn to binge watching these days. Walk around the classroom to monitor the activity. When they have finished discussing, have students share their opinions with the whole class.

## Wrap-up

- Play the audio from Activity 2 again. Ask students to write a similar paragraph about one of their family member's media consumption habits in their notebooks.
- Walk around the classroom to monitor their work. Encourage students to read their paragraphs in the front of the class.

## Further practice

- Workbook, Activities 22-23, pages 125-126.

## 1.6 SPEAKING At the movies

page 16

## Lesson learning objective

Students can buy a ticket at the movies.

## Materials:

- Student's Book
- audio tracks 1.29 and 1.30

## Warm-up

- (*Books closed*) Use words from the previous lesson to play *Hangman* with the students. Suggested words: *message board news, news headlines, weather forecast, talk show, and vlog*. To make it easier for students, when there are two-word vocabulary items, write the gaps for each word on a separate line rather than next to each other.
- When students guess a word correctly, elicit the definition or the translation of the word.
- (*Books open*) Ask students to open their books to page 16, look at the picture, and describe it. Have them discuss what they will learn in this lesson. Explain the lesson objective.

1 **CLASS VOTE** Look at the movie theater showtimes and say what types of movies are on. Which ones would you like to see?

- Have students look at the movie theater showtimes and say what types of movies are on. Then ask: *Which ones would you like to see?* Elicit answers from the class. Encourage them to explain their choices.

## Possible answers:

*True Love - romantic comedy; Return of the Dead - horror movie; ZooWorld - fantasy movie; Crime of the Century - thriller; Toy Story 6 - animated movie*

## Extra activity

- Have a class discussion about the different movies that are on at the movie theaters at the moment and what kind of movie each one is.

2 **1.29 Listen and read. Answer the questions.**

- Tell students to read the questions before you play the audio.
- Play the audio. Students listen, read the dialogue, and answer the questions. If students are struggling with the answers, play the audio twice. Go through the whole text with students and check answers. Remind them to check the predictions they made in Lesson 1.1.
- Go through the phrases in the Out of class box. Point out to students or elicit from them that *No way!* is an informal way to refuse and that they shouldn't use this phrase with teachers or parents. Make sure they understand that in the phrase *Come on, please!*, the words *come on* don't add any meaning - they just add emphasis. Make sure they understand that *Hold on!* means *Wait a minute*.

3 **1.30 Study the Speaking box. Complete the dialogue below with one word in each blank. Then listen and check.**

- Set a time limit for students to study the Speaking box and complete the dialogue with one word in each blank. Then play the audio. Students listen and check.
- Organize students into pairs. Have them practice role-playing the dialogue. Walk around the classroom to monitor their work. Remind them to change roles.

## And YOU?

4 **In pairs, buy tickets for a movie from Activity 1. Use the Speaking box to help you. Then switch roles.**

- Keep students in pairs. They role-play buying tickets for a movie from Activity 1. Remind them to use the Speaking box for help.
- Walk around the classroom to monitor their work. Make sure they change roles.

### Wrap-up

- Keep students in the same pairs from Activity 4. Encourage them to introduce a problem into their role-play (e.g., the movie is sold out, the only seats left are in the front row).

### Further practice

- Workbook, Activities 24-25, page 126.

## 1.7 WRITING An “About me” section

page 17

### Lesson learning objective

Students can write an “About me” section on a webpage.

### Materials:

- Student’s Book

### Warm-up

- (*Books closed*) On the board, write some sentences/phrases without any vowels. Tell students to work in pairs to guess the sentences/phrases and then use them in a role-play about buying tickets at the movies.

Suggested sentences/phrases:

Wht’s n?

Hw mch s tht?

th frnt rw

Whch scrng?

Hr y r.

sld t

(What’s on?; How much is that?; the front row; Which screening?; Here you are; sold out)

- (*Books open*) Ask students to look at page 17 and guess what they will learn in this lesson. Explain the lesson objective.

### 1 **CLASS VOTE** Do you have a personal webpage or blog? If so, what do you write about?

- Ask students if they have a personal webpage or a blog. Encourage them to share their experiences. You might ask them: *What do you write about? Who is the target audience of your page? How many people read your posts? Do you get feedback? Is it positive or negative?*
  - Encourage students to name their favorite webpages or blogs and explain why they like them.
- ### 2 In pairs, look at Lee’s webpage. Read the sentences and check (✓) the sentence that isn’t true.
- Organize students into pairs. Tell them to look at Lee’s webpage, read the sentences, and check (✓) the one that isn’t true.
  - Elicit the answer from the class and have students refer to the text to justify why that sentence isn’t true.

### Extra activities

- **Critical thinking** Students discuss the dangers of sharing too much information on the internet and come up with ideas on how to restrict the viewing of private information.
- Organize students into pairs. Tell them to look at Lee’s “About me” section again and say in what ways they are similar to or different from Lee. Remind them of the linking words *and* and *but* and *when* to use each one.

### 3 Study the Writing box and compare sections 1-4 to the sections in the text in Activity 1.

- Go through the Writing box with the whole class and ask students to think of other ideas for each heading. Then have them compare the sections to the ones in Lee’s text.

### Writing time

### 4 Write an “About me” section for your personal webpage.

- Read the steps in the writing activity with the whole class, providing examples and clarification whenever necessary.
- Allow students some time to make notes about their personal information in their notebooks. Help with vocabulary if necessary and remind them to refer to the text in Activity 1 and the Writing box for help.
- Once they have taken notes, students start writing their drafts. Point out they should organize their text into paragraphs, making sure each part of the text focuses and develops one main idea. Walk around the classroom to monitor their work.
- Organize students into pairs for feedback. Monitor their work to ensure appropriate and constructive feedback. You can list on the board common mistakes students have made for whole class discussion.
- Students write the final version of their text on a separate sheet of paper for further correction.



**Wrap-up**

- Students read their "About me" sections to the whole class. Encourage those who are listening to ask questions about their classmates' writings. Display the "About me" sections on the classroom wall so that students can see the different ways information has been laid out to be the most eye-catching.

**Further practice**

- Workbook, Activity 26, page 126.

**Wordlist and Vocabulary in action**

page 18

**Materials:**

- Student's Book
- audio track 1.31

**Activities 1-4**

- Allow students some time to do the activities individually. Check answers with the whole class.

**Suggested answers to Activity 1:**

- action movie, cartoon, comedy, documentary, fantasy movie, romantic movie, science fiction movie*
- news, documentary, game show, call-in, reality show, TV series, talk show, weather forecast*
- blog, comic book, movie/game review, graphic novel, news headlines, novel, poem*
- classical, hip-hop, pop, rock, techno*

**1.31 Activity 5**

- Show students how to pronounce the /i:/ and /ɪ/ sounds before playing the audio.
- Play the audio for students to listen and write the words in the correct column.

**1.31 Activity 6**

- Play the audio. Students listen, check answers, and repeat.

**Extra activity**

- Organize students into pairs. They study the Wordlist and write down three words relating to a category of their choice in their notebooks. They change lists with another pair and take turns to guess the category.

**Self-check**

page 19

**Materials:**

- Student's Book
- audio track 1.32

**Activities 1-6**

- Allow students some time to do the activities. You can use this lesson for informal assessment. Check answers with the whole class or individually.

**Activity 7**

- Organize students into pairs. Walk around the classroom as students practice their conversations.

**1.32 Activity 8**

- Play the audio twice for students to listen and write what they hear.

**Extra activity**

- Organize students into pairs. Tell them to write down their conversations from Activity 7 in their notebooks. Encourage them to add more information.
- Walk around the classroom to monitor their work. Encourage some pairs to read out their conversations to the class.

**Further practice**

- Workbook, Self-assessment, Activities 1-6, page 127.

## BBC CULTURE 1 Why do we dance?

pages 90 and 91

## Materials:

- Student's Book
- video files 01 and 02

## Warm-up

- (*Books closed*) Organize students into groups of four. Set a time limit and ask them to discuss any kind of dance they know and like. Walk around the classroom to monitor their work. Then encourage one student from each group to share their opinions with the rest of the class.
- (*Books open*) Ask students to look at the glossary on page 90. They should then find the sentences that contain the glossary words in the text and rewrite those sentences using different words or phrases that have the same meaning in their notebooks.
- Explain the class objective.

## 1 In pairs, discuss the questions.

- Organize students into pairs and set a time limit for them to discuss the questions. Walk around the classroom to monitor their work. Encourage students to discuss their ideas with the rest of the class.

## 2 Read the text. Mark the sentences true (T) or false (F).

- Students read the text and mark the sentences true (T) or false (F). When they have finished, elicit the answers and ask them to refer to the text to justify them. Encourage them to correct the false sentences orally.
- Ask if anyone in the class has tried any of these kinds of dances. If they haven't, ask which one students would like to try or watch and why.

## 3 Work in pairs. Read the text again and find four reasons for why people dance. Are they the same as your ideas in Activity 1?

- Write this sentence stem on the board: *People dance to/because ...* and tell students to read the text again, find four reasons why people dance, and write them in their notebooks.
- When they have finished, elicit the answers and compare them to students' ideas in Activity 1.

## Possible answers:

*People dance to show their friends how strong and skillful they are; because it's a good way to keep fit; because it's beautiful to watch; to show how attractive we are; and because it's great fun.*

## 4 You are going to watch part of a video from the BBC about a dance competition. Read the ad for the TV show on the bottom left. Do you have competitions like this in your country?

- Tell students they are going to watch part of a video from the BBC about a dance competition. They should then read the ad for the TV show.

- Go over the ad with the whole class and ask: *Do you have competitions like this in your country?* Encourage students to share their opinions.

5  01 Watch Part 1 of the video and match pictures A-E to the names of the contestants 1-5.

## BBC video

Note: If you cannot show the video, spend more class time preparing the Project.

- Before students watch the video, tell them to look at the pictures and predict what kind of dance is shown in each one of them.
- Play the video. Students watch Part 1 and match pictures A-E to the names of the contestants 1-5. Elicit the answers from the class.

## Video script:

## Young Dancer Competition

## Part 1

In this competition there are five dancers in each group and the best ones in each group go through to the grand final. So, let's meet the five dancers in the hip-hop section and learn how and why they dance.

First up is Harry Barnes from Liverpool. Why does he dance? Harry says that dancing is uplifting. If he's feeling sad, he usually puts on a favourite song and just dances. Then he's happy and everything is better. His favourite style is "popping." His advice for new dancers? Always, always, always practise – never stop!

Next is Jonadette Carpio. She was born in the Philippines but now she lives in South Wales. Why does she dance? Because dance is very creative. She invents a lot of amazing movements. Her favourite style is "krumping." That's a new dance style which is very popular these days. The face is as important as the body. Here, in this dance, she's a prisoner.

Third is Jodelle Douglas. He's from Bristol and he loves breaking. Jodelle dances because dance is his passion. He never stops learning. He meets up with other dancers in Bristol to exchange ideas and learn new steps. They are all passionate about dance. Here he dances in the "popping" style.

Fourth is Sharifa Tonkmor from London. She loves dance because it's really liberating. Her favourite form of dancing is "free-styling," or improvisation. She decides her dance style when she dances, not before! She sometimes dances with other people in Charing Cross train station. Sharifa likes dancing to rap music, like this. This type of song makes her really happy.

Last is Kieran Lai from Southend. He loves dance because he thinks it's hypnotic. He dances in the "popping" style because he loves dancing like a machine. He creates different characters in his dances – heroes and fantasy characters. In this dance, he is the Tin Man from *The Wizard of Oz*. It's thrilling to watch him.